

DOCUMENT RESUME

ED 169 845

HE 011 220

AUTHOR Dailey, Dianne; Stafford, Thomas H., Jr.
TITLE Coed and Single Sex Living Environments: A Study of Changes in Attitudes, Activities, and Interaction for Students at NCSU.
INSTITUTION North Carolina State Univ., Raleigh. Div. of Student Affairs.
PUB DATE Nov 75
NOTE 27p.; Not available in paper copy due to marginal legibility of original document; For related document see HE 011 250 ; Best copy available
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Coeducation; College Housing; *College Students; *Dormitories; *Females; Group Experience; Higher Education; Institutional Research; *Males; Participant Satisfaction; Research Projects; *School Surveys; Self Esteem; *State Universities; Student Attitudes; Student Reaction
IDENTIFIERS *North Carolina State University; On Campus Students

ABSTRACT

A study was conducted at North Carolina State University to evaluate coed residence halls. The study objectives were to compare changes in the following variables for coed residents with those for residents of single sex halls: self-confidence, participation in campus and residence hall activities, perceived personal development in relationships with opposite sex, male attitudes toward the role of women, expectations and satisfaction with residence hall environment, and interaction (leisure time, dating, and sexual intercourse) with members of the opposite sex. An anonymous survey was administered in the fall 1974 semester and in the spring 1975 semester. Results indicate that residents of coed halls are no more likely than residents of single sex halls to increase their self-confidence or participation in campus and residence hall activities, to facilitate their personal development in relationships with members of the opposite sex (for females only), or to change their attitudes toward the role of women (for males only). Additionally, there were generally no initial differences between coed and single sex hall residents on each of these variables. With the exception of the freshman coed hall, coed environments did not appear to provide greater satisfaction of residence hall expectations for females than did single sex halls. For males, it appeared that coed environments were more likely to result in satisfaction than were single sex halls. (SW)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

BEST COPY AVAILABLE



"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

*Thomas
St. Paul*

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
THE ERIC SYSTEM CONTRACTORS."

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

Coed and Single Sex Living Environments

NE 011220

COED AND SINGLE SEX LIVING ENVIRONMENTS:
A Study of Changes in Attitudes, Activities,
and Interaction for Students at NCSU

Dianne Dailey
Thomas H. Stafford, Jr.

Student Affairs Planning and Research
North Carolina State University

November, 1975

Summary

The following study was designed to evaluate coed residence halls, a relatively new alternative to on-campus living at North Carolina State University. The objectives of the study were to compare changes in the following variables for coed residents with those for residents of single sex halls:

1. Self confidence
2. Participation in campus and residence hall activities
3. Perceived personal development in relationships with opposite sex
4. Male attitudes toward the role of women
5. Expectations and satisfaction with residence hall environment
6. Interaction (leisure time, dating, and sexual intercourse) with members of opposite sex.

The methodology included analysis of data collected by an anonymous survey given to a sample of coed and single sex hall residents at the beginning of the fall 1974 semester and at the middle of the spring 1975 semester. Changes on each variable for men and women in each of three coed halls were compared to those for male and female residents of single sex halls.

Results of the study indicate that residents of coed halls at NCSU are no more likely than residents of single sex halls to increase their self confidence or participation in campus and residence hall activities, to facilitate their personal development in relationships with members of the opposite sex (for females only), or to change their attitudes toward the role of women (for males only). In addition, there were generally no initial differences between coed and single sex hall residents on each of these variables.

With the exception of the freshman coed hall, in which residence hall expectations were very high, coed environments do not appear to provide greater satisfaction of residence hall expectations for females than do single sex halls. For males however, it appears that coed environments are more likely to result in satisfaction than are single sex halls. For both types of halls, the highest expectation for the residence hall experience is to meet people from different locations and backgrounds, followed closely by learning interpersonal skills and forming close friendships. The lowest expectations were for a more informal academic atmosphere and an opportunity to become a participant in residence activities and programs.

Although coed residents did not develop more friendships with members of the opposite sex than did single sex residents, they did report that spending leisure time together was a more frequent activity with members of the opposite sex from the same residence hall than either dating or sexual intercourse. Greater proportions of coed residents reported sexual intercourse during the year but their partners were more likely to be from another residence hall or from off-campus.

Introduction

During the past few years there has been a trend toward coeducational living as an alternative in college residence halls. Today, coed residence halls are found on many campuses, regardless of the size of the college or university. A major rationale offered for this type of living arrangement is facilitation of more mature male-female relationships in a relaxed and natural atmosphere.

From the research that has been published on coed living, several studies (Brown, Winkworth, and Braskamp, 1972; Lynch, 1972; White and White, 1973; Reid, 1974; and Foster, 1974) have indicated that self-confidence in relationships with members of the opposite sex increased for students in coed environments. In studying male-female interaction in a coed environment, Askinas (1971) found that interaction patterns of students in a coed hall changed more than those who lived in single sex halls. Females become more confident in their ability to relate to males than males in their ability to relate to females, but both increased their abilities over students in single-sex halls. Schroeder and LeMay (1972), Reid (1974), Southworth (1974), and White and White (1973), confirmed Askinas' findings and concluded that coed halls facilitated and stimulated greater interpersonal growth and development than did single sex halls. These studies also indicated that students who chose coed halls were initially more mature, exhibited greater flexibility in their appreciation of values, and possessed a greater ability to develop meaningful interpersonal relationships than those who selected single sex halls. Thus, they concluded that self-selection was an important factor to consider in evaluating personal growth of students.

Corbett and Sommer (1972) studied satisfaction with living environment and found that a majority of students in coed environments preferred this arrangement and felt it provided a more friendly atmosphere than a single sex hall. Students in this study also reported that there was no cohabitation among residents. Brown, Winkworth, and Braskamp (1972) and Locker (1972) reported similar results, but Lehtinen (1973) found that coed residents reported a slightly higher frequency of sexual intercourse after entering a coed environment than did single sex hall residents. He also found that coed residents reported sexual intercourse more frequently but with less partners than was true for single sex residents. Of the studies reviewed, this is the only one in which coed residents reported more sexual intercourse than single sex residents, but the difference was slight.

In a final area of study, another benefit of coed living was found to be more participation in educational and cultural programs and activities (Brown, Winkworth, and Braskamp, 1972; Locker, 1972; Lynch, 1972; and Southworth, 1974).

Based upon this review of literature and areas considered important by residence hall staff members at North Carolina State University (NCSU), the following study was designed to investigate and compare changes in selected attitudes, participation in activities, and personal interaction patterns for residents of coed and single sex halls.

More specifically, the study was designed to meet the following objectives:

1. To determine whether change in self-confidence is greater for students in coed living environments than for students in single sex living environments.
 2. To determine whether change in the extent of participation in campus and residence hall activities is greater for students in coed living environments than for students in single-sex environments.
 3. To determine whether change in self-development regarding relationships with the opposite sex is greater for students in coed living environments than for students in single sex living environments.
 4. To determine whether change in attitudes toward females is greater for male students in coed living environments than for male students in single sex living environments.
 5. To determine whether the expectations of and satisfaction with the living environment is greater for students in coed living environments than for students in single sex living environments.
 6. To determine whether change in interpersonal interaction with members of the opposite sex is greater for students in coed living environments than for students in single-sex environments.
- More specifically:

- a. Will students who have lived in a coed environment during a year report a greater increase in friendships with members of the opposite sex than students who lived in single sex halls?
- b. Are students who have resided in a coed environment more likely to report having sexual intercourse during their residence than are residents of single sex halls?
- c. For students who report sexual intercourse during their residence in a coed environment, is the partner(s) a resident of the same hall, another residence hall, or off-campus?

- d. To what extent do residents of coed environments engage in leisure time activities, in dating, and in sexual intercourse with members of the opposite sex who live in that same environment?

This study is significant because very few longitudinal studies designed to measure and compare change for students living in coed and in single sex environments have been conducted. Since coed living is becoming a frequently used alternative on today's campus, research is needed to provide more information about the impact of this type of environment. Results from a recent survey (Fall, 1974) of entering freshmen at NCSU showed that approximately 75% of the male and 55% of the female freshmen preferred to live in coed environments. Results of this study will provide an evaluation of coed environments which could be used for planning residence hall alternatives and determining coed policies at NCSU in response to this expression of preference.

Procedures

Sample

To provide data for the objectives listed above, students from three different coed residence hall arrangements were selected for comparison with male and female residents of five single sex halls. The following is a brief description of each of these halls.

Coed

- Metcalf - Resides primarily freshmen with a living-learning program format, high rise tower with suite arrangement, men on first eight floors and women on top four floors.
- Lee - Resides mixture of freshmen through seniors, high rise, suite arrangement with long hall, men on first four floors and women on top four floors.
- Lee 9th floor - Resides upperclassmen only, top floor of Lee with men and women in alternating suites.

Single-Sex

- Male - Tucker - low rise, long hall arrangement
Sullivan - high rise, suite arrangement
Gold - small hall with three floors
- Female - Carroll - high rise, suite arrangement
Welch - small hall with three floors

The student sample was selected by a systematic sampling from the room order roster for each of these halls except in Welch, Gold, and Lee-9th

floor where the entire population was used. The size of each hall, the sample selected for that hall, and the response rates for the initial and follow-up surveys are shown in Table 1.

Survey Instrument and Measurement of Variables

The survey instrument used in this study (See Appendix A) was developed by the authors to provide data for each of the objectives of the study. Variables in the study and the method by which each was measured are described below.

1. Self-confidence. This variable was measured by combining responses to section "E" on the survey to produce a single self-confidence score. Since there were eight questions in this section and three possible responses to each question, self-confidence scores could range from eight to twenty-four with a mid-point of sixteen.
2. Participation in student activities. This variable was measured by combining responses to section "F" on the survey to produce a single student activity participation score. Combination of those activities in which participation was reported resulted in scores which ranged from one to thirteen with a mid-point of seven.
3. Personal development in relationships with members of the opposite sex. This variable was measured by the responses to each of the following questions taken from section "D" on the survey: (b) *Development of friendships and loyalties of lasting value with members of the opposite sex;* (c) *Appreciation of individuality and independence of thought and action by members of the opposite sex;* (d) *Social development---experience and skill in relating to members of the opposite sex.* Responses to these questions were not combined, but were analyzed and presented separately.
4. Male attitude toward the role of women. This variable was measured by the following questions taken from section "C" of the survey: *Indicate your attitude on each of the following questions. (a) Women tend to be submissive and security seeking rather than independent, self-reliant human beings. (b) Professional women should have the same benefits and opportunities as their male colleagues. (c) More women should be involved in policy formation in business, government, and universities. Agreement and disagreement by males was analyzed and presented separately for each of these questions.*
5. Expectation and satisfaction with residence hall environment. These variables were measured by the following questions in section "I" of the survey. Expectations (from the initial survey): *What do you expect from your residence hall experience this year? (a) Formation of close friends; (b) Meeting people from different locations and backgrounds; (c) Learning interpersonal skills (how to interact with others); (d) A more informal academic atmosphere (classes, seminars in the halls); (e) Opportunity to become a participant in residence activities and programs.* Satisfaction - extent to which expectations

were met. Based on follow-up survey responses to the question, *To what extent do you feel that your residence hall environment has enabled you to accomplish each of the following:* Same questions as above.

6. Interaction with the opposite sex.

- A. Friendships with members of the opposite sex. The following question was used to measure this variable. *How many friendships with members of the opposite sex excluding relatives do you have (i.e., a person with whom you feel you can talk about things that really matter)?* 1) None, 2) Few (1-3), 3) Several (4-8), 4) Many (more than 8)
- B. Leisure time activities, dating and sexual intercourse. These variables were measured by the following questions. *During the current academic year (fall '74 - present) how frequently have you: (a) spent leisure time with members of the opposite sex ... (b) dated members of the opposite sex... (c) had sexual intercourse with members of the opposite sex who lived in the same residence hall, in another residence hall, off-campus?*

Data collection

For the initial data collection, surveys were delivered to the sample and collected by residence hall staff members during the first week of the fall, 1974 semester. Initial response rates range from 50.8% for males in single sex halls to 75% for Lee-9th floor. Follow-up surveys were delivered in the same manner during the week prior to spring, 1975 mid-semester break to all members of the original sample who had not moved to another residence hall or to another type of coed arrangement in the same hall (e.g., Lee Hall). Since responses to the surveys were anonymous, the follow-up survey included the question, *Did you complete this same survey at the beginning of the fall, 1974 semester?* Only those students who answered "Yes" to this question were included in the follow-up analysis. Comparison of the change between the initial and follow-up responses for students in each of the coed environments and in single sex residence halls will be the focus of this report.

Results

Self-confidence. Table 2 includes initial and follow-up mean self-confidence scores for males and females in the three coed environments and in single sex halls. (Self-confidence scores range from a low of eight to a high of twenty-four). The table reveals very small differences among initial mean scores of both male and female students in each type of residence. For females, initial mean scores ranged from 18.6 to 19.4, and for males, from

18.3 to 18.8. Additionally, the difference between initial and follow-up means for both sexes in each type of residence were very small and were not statistically significant. These data, therefore, do not support the hypothesis that coed living environments are more likely to facilitate development of self-confidence as measured by this study than single sex halls.

Participation in student activities. Mean scores for participation in student activities are shown in Table 3. Student activity scores range from a low of one to a high of thirteen. Data analysis with this variable indicate that initial scores for freshmen (reflecting participation in student activities in high school) were considerably higher than initial scores for continuing NCSU students. For this reason differences between initial and follow-up means are shown separately for freshmen and for upperclassmen. For freshmen women these differences ranged from -2.9 to -3.6 and for males, from -2.8 to -3.4, reflecting a large drop in participation between the senior year in high school and the freshman year at NCSU. However, these differences, although relatively large, were very similar for students of both sexes in coed and in single sex halls and were not statistically different for these groups. For upperclassmen, differences between the initial and follow-up were much smaller, ranging from -.4 to -1.2 for females and from -.3 to -.8 for males. As with freshmen, these differences for coed students were not significantly different from those for single sex hall students. In addition, in only one case did coed students have significantly different initial participation scores (higher initial scores for males in Metcalf) than single sex students.

These data indicate that students living in coed environments are not more likely to become involved in student activities while living in that environment than are those in single sex halls.

Personal development in relationships with members of the opposite sex. Initial and follow-up responses to the three questions used to measure development in relationships with members of the opposite sex are shown in Table 4. For each of the questions there were no significant changes in the distribution of responses from the initial to the follow-up for females or males in either coed or single sex environments. Additionally, for both females and males, there are no substantial differences between the reported initial level of development for students in coed and those in single sex halls. Although it is not shown in Table 4, when coed males are combined, there was a significant

change in the direction of (a) more appreciation of individuality and independence of thought and action by females and (b) more tolerance and understanding of females. Although the change was not statistically significant because of the low number of respondents, males in Lee-9th floor reported considerable progress on all questions except *tolerance and understanding of members of the opposite sex*. It is also of interest to note that females generally report higher levels of development on these questions than males.

Male attitude toward role of women. As shown in Table 5, there were no significant changes in responses by males to three questions about the role of women. A high proportion (between 84% and 97%) of men in each of the three coed halls and in single sex halls generally agreed that professional women should have the same benefits as their male colleagues. Approximately 50-60% agreed that more women should be involved in policy formation in business, government, and universities, while only 25-45% agreed with the traditional stereotype that *women tend to be submissive rather than independent, self-reliant human beings*. On these questions it is of interest to note that males in Lee-9th floor tended to express higher initial agreement with each of these questions than males in other residence environments.

Expectation and satisfaction with living environment. Table 6 shows residence hall expectations as reported on the initial survey and degree of satisfaction with those expectations as reported on the follow-up. Satisfaction for each of the five categories is measured by the extent to which expectations were met. Thus, as a result of the residence hall experience, each expectation could have been satisfied (no significant difference between the initial and follow-up distribution), not satisfied (initial distribution significantly higher than follow-up), or satisfied beyond initial expectations (follow-up significantly higher than initial).

The first expectation, *formation of close friends*, was satisfied for all groups and was satisfied beyond the initial low expectations for Lee males. For both females and males in Metcalf, a coed hall primarily housing freshmen, initial expectations for this category was higher than for other groups. Although not shown in Table 6, total coed male satisfaction with this expectation was significantly higher than initially.

For meeting people from different locations and backgrounds, both females and males in Metcalf had very high expectations which were not satisfied for females. All other groups reported satisfaction for this category.

Females in Metcalf had high expectations for *learning interpersonal skills* which were not satisfied. With the exception of single sex males whose expectations were also not satisfied, all other groups reported satisfaction on this expectation.

The pattern for a *more informal academic atmosphere - classes and seminars in the halls* was similar to that for *learning interpersonal skills*. Satisfaction reported by Metcalf females and single sex males was below initial expectations. Although not statistically significant, satisfaction with this expectation was higher for females in Lee-9th floor than for other groups.

The final expectation, *opportunity to become a participant in residence activities and programs*, was satisfied for every group except Lee females and single sex males for whom satisfaction was below expectations.

Several comments can be made from the results of this section. For every expectation, both females and males in Metcalf reported higher initial expectations than did other groups of the same sex. For Metcalf males all expectations were satisfied, but for Metcalf females, only two of the five expectations were satisfied. Since Metcalf has a much higher percentage of freshmen residents, it is possible that higher residence hall expectations are expressed by freshmen.

Secondly, it appears that the highest expectation for the residence hall experience is to meet people from different locations and backgrounds, followed closely by learning interpersonal skills and forming close friendships. The lowest expectations were for a more informal academic atmosphere and an opportunity to become a participant in residence activities and programs.

Since initial expectations for coed students were generally in line with those in single sex halls (with the previously mentioned exception of Metcalf Hall) it appears that coed environments are more likely to provide satisfaction of female expectations than are single sex environments. For males, however, it appears that coed environments are more likely to result in satisfaction than are single sex halls.

Interaction. Table 7 provides information on whether coed residents are more likely to develop friendships with members of the opposite sex than

are single sex residents. For every group, there are no significant changes in the distribution of initial and follow-up friendships reported. These data, therefore, do not indicate that students residing in a coed environment are more likely to develop friendships with members of the opposite sex than are students who live in single sex environments.

The proportions of coed and single sex residents who report sexual intercourse are shown in Table 8. Percentages are shown separately for freshmen and for upperclassmen because freshmen were instructed not to answer this question on the initial survey. Each percentage represents the proportion of students in that category who report having had sexual intercourse during the previous year, but does not reflect frequency, location, or residence of partner. For freshmen, the percentage of females reporting sexual intercourse during the year ranged from 32% to 39% and was not significantly higher or lower for coed residents vis-a-vis single sex residents. For freshman males, the Metcalf proportion was lower, and the Lee proportion higher than that for single sex residents.

For upperclass students, a different pattern is reported. For both female and male residents of coed environments, the proportion who report having sexual intercourse during the year is substantially higher than the proportion who reported sexual experience prior to the beginning of the year. For single sex residents these proportions did not change significantly. Lee hall residents are more likely to report sexual intercourse than other halls.

To further investigate the higher proportions of coed residents who reported sexual intercourse, data in Table 9 were organized to show the residence of persons with whom sexual intercourse was reported. The table includes, for coed residents only, the percentage who reported sexual intercourse with persons who lived in the same residence hall, in another residence hall, and off-campus during the year of study. In every case, the figure for *off-campus* was higher than for the other categories and, with the exception of males in Lee and Lee-9th floor, the figures for *the same residence hall* were very low and well below the other categories. The discrepancy between the *same residence hall* percentages for female and male residents of Lee and of Lee-9th floor could be the result of inaccurate reporting by either sex or by a few women in these halls having sexual intercourse with several men. These data indicate that although coed residents were more likely to report sexual intercourse, it was not as likely to be with a person from the same residence hall as with someone from another hall or from off-campus.

A final aspect of interaction is shown in Table 10. This table includes responses from coed residents only and provides a relative comparison of the extent to which coed residents engaged in each of the different levels of interaction. As the table indicates, the most frequently reported type of interaction between residents of coed environments is spending leisure time together. In every residence hall at least three-fourths of the residents had spent at least some time in this activity. Dating was the next most frequently reported activity, and sexual intercourse was the least reported. Coed environments in this study thus seem to result in a large amount of leisure time activities among residents of the opposite sex, a moderate amount of dating, and a small amount of sexual intercourse.

Discussion

In reviewing the results of this study several aspects could be emphasized. Contrary to other studies, data analysis from this study does not support the contention that coed environments are more likely than single sex environments to facilitate development of self-confidence, participation in campus and residence hall activities, or changes in male attitudes toward women. On the other hand, there is evidence that males who lived in coed arrangements were more likely to become more appreciative of female individuality and independence, to become more tolerant and understanding of females, and to report satisfaction with the residence hall environment than males who lived in single sex halls.

Even though residence hall expectations are generally met, the very high expectations for Metcalf residents and the lack of satisfaction for females should raise some questions for further investigation.

Interaction patterns in this study indicate that sexual activity between residents is not a likely outcome of coed environments. Although coed upper-class residents are more likely to report sexual intercourse, it appears to be with persons from other residence halls or from off-campus. Among coed residents, leisure time activities are most frequently reported, followed by dating and then by sexual intercourse.

TABLE 1

RESPONSE RATES ON
INITIAL AND FOLLOW-UP SURVEYS

COED	Size of hall	INITIAL		FOLLOW-UP	
		Sample	Response Rate	Sample	Response Rate
Metcalf	435	198	70.7%	175	83.4%
Lee	746	199	57.3%	165	43.6%
Lee-9th floor	88	88	75.0%	69	76.8%
<u>SINGLE SEX</u>					
Female ^a	417	162	65.4%	131	74.0%
Male ^b	1223	252	50.8%	167	59.9%

^aIncludes Carroll and Welch Halls^bIncludes Gold, Sullivan & Tucker Halls

TABLE 2

MEAN SELF-CONFIDENCE SCORES, BY SEX AND
BY TYPE OF RESIDENCE HALL

	FEMALES				MALES			
	<u>Metcalf</u>	<u>Lee</u>	<u>Lee 9th</u>	<u>Single Sex</u>	<u>Metcalf</u>	<u>Lee</u>	<u>Lee 9th</u>	<u>Single Sex</u>
Initial	18.6	19.0	19.4	18.6	18.8	18.3	18.6	18.7
Follow-up	19.1	19.5	19.6	18.8	19.3	19.2	19.7	19.1
Difference	+0.5	+0.5	+0.2	+0.2	+0.5	+0.9	+1.1	+0.4

TABLE 3

MEAN ACTIVITY SCORES BY SEX, CLASSIFICATION
AND TYPE OF RESIDENCE HALL

	FEMALES				MALES			
	<u>Metcalf</u>	<u>Lee</u>	<u>Lee 9th</u>	<u>Single Sex</u>	<u>Metcalf</u>	<u>Lee</u>	<u>Lee 9th</u>	<u>Single Sex</u>
FRESHMEN*								
Initial	8.6	8.2	8.6		7.7	7.9	7.5	
Follow-up	5.7	4.6	5.4		4.8	4.5	4.7	
Difference	-2.9	-3.6	-3.2		-2.9	-3.4	-2.8	
UPPER CLASSMEN								
Initial	6.7	6.4	7.2	6.7	7.8	6.0	6.5	6.3
Follow-up	5.9	5.2	6.6	6.3	7.0	5.4	6.2	5.6
Difference	-.8	-1.2	-.6	-.4	-.8	-.6	-.3	-.7

* There were no freshmen in Lee - 9th.

TABLE 4
RELATIONSHIPS WITH MEMBERS OF THE OPPOSITE SEX
BY SEX, AND TYPE OF RESIDENCE HALL

	FEMALES								MALES							
	Metcalf		Lee		Lee - 9th		Single Sex		Metcalf		Lee		Lee - 9th		Single Sex	
	Init ^a	Foll ^b	Init	Foll	Init	Foll	Init	Foll	Init	Foll	Init	Foll	Init	Foll	Init	Foll
Appreciation of individuality and independence of thought by members of the opposite sex.																
Very much	51X	51X	46X	50X	59X	44X	53X	55X	36X	43X	44X	47X	46X	64X	43X	44X
Some	48	45	49	43	39	56	42	39	38	32	44	47	31	36	46	52
None	<u>2</u>	<u>4</u>	<u>4</u>	<u>7</u>	<u>3</u>	<u>-</u>	<u>5</u>	<u>5</u>	<u>7</u>	<u>5</u>	<u>12</u>	<u>6</u>	<u>23</u>	<u>-</u>	<u>12</u>	<u>4</u>
Social Development - experience and skill in relating to members of the opposite sex.																
Very much	36X	42X	31X	48X	39X	52X	38X	36X	20X	26X	21X	33X	19X	30X	23X	33X
Some	52	50	64	52	56	44	50	54	64	60	63	56	65	67	62	55
None	<u>12</u>	<u>8</u>	<u>4</u>	<u>-</u>	<u>5</u>	<u>4</u>	<u>12</u>	<u>10</u>	<u>16</u>	<u>14</u>	<u>16</u>	<u>11</u>	<u>15</u>	<u>4</u>	<u>16</u>	<u>13</u>
Tolerance and understanding of members of the opposite sex.																
Very much	36X	42X	34X	50X	49X	48X	38X	28X	36X	29X	40X	49X	36X	46X	36X	38X
Some	56	52	64	45	36	48	58	70	56	71	42	46	40	50	55	55
None	<u>8</u>	<u>7</u>	<u>1</u>	<u>5</u>	<u>15</u>	<u>4</u>	<u>4</u>	<u>2</u>	<u>8</u>	<u>-</u>	<u>19</u>	<u>6</u>	<u>4</u>	<u>4</u>	<u>10</u>	<u>7</u>
N =	61	78	70	42	39	26	101	93	75	65	43	38	28	28	121	98

^aInitial survey
^bFollow-up survey

TABLE 5

MALE ATTITUDES TOWARD ROLE OF WOMEN, BY TYPE
OF RESIDENCE HALL

ATTITUDE (Rank order of agreement)	Metcalf		Lee		Lee - 9th		Single Sex	
	Init	Foll	Init	Foll	Init	Foll	Init	Foll
<u>Professional women should have the same benefits as their male colleagues</u>								
Strongly agree	44%	39%	46%	43%	61%	57%	47%	39%
Agree	51	52	39	46	36	36	40	45
No opinion	3	6	5	3	-	4	4	7
Disagree	3	3	-	8	-	4	5	7
Strongly disagree	-	-	11	-	4	-	5	2
<u>More women should be involved in policy formation in business, government and universities.</u>								
Strongly agree	23%	6%	18%	8%	32%	32%	21%	9%
Agree	38	47	30	49	29	32	32	42
No opinion	29	33	39	32	29	25	31	39
Disagree	9	13	5	11	7	7	12	8
Strongly disagree	1	2	9	-	4	4	5	2
<u>Women tend to be submissive rather than independent.</u>								
Strongly agree	3%	3%	5%	8%	-%	-%	1%	3%
Agree	40	29	18	30	48	43	32	39
No opinion	9	15	18	16	11	4	14	18
Disagree	42	42	55	43	41	39	47	35
Strongly disagree	7	11	5	3	-	14	6	5
N	128	98	44	37	28	28	149	130

TABLE 6

EXPECTATION AND SATISFACTION WITH RESIDENCE HALL ENVIRONMENT BY SEX AND TYPE OF RESIDENCE HALL

	FEMALES								MALES							
	Metcalf		Lee		Lee - 9th		Single Sex		Metcalf		Lee		Lee - 9th		Single Sex	
	Exp ^a	Sat ^b	Exp	Sat	Exp	Sat	Exp	Sat	Exp	Sat	Exp	Sat	Exp	Sat	Exp	Sat
Formation of close friends																
Very much	63%	66%	40%	50%	51%	68%	49%	55%	63%	69%	20%	49%	30%	37%	46%	50%
Some	36	31	56	48	49	32	46	37	37	30	77	43	46	29	51	45
None	2	3	4	2	-	-	8	9	-	2	2	8	4	14	3	5
Meeting people from different locations and backgrounds																
Very much	82%	63%	70%	64%	77%	76%	62%	58%	80%	73%	61%	70%	54%	61%	62%	63%
Some	18	35	29	36	23	16	36	34	17	25	36	27	46	36	36	31
None	-	3	1	-	-	8	3	8	3	2	2	3	-	4	2	4
Learning interpersonal skills (how to interact with others)																
Very much	71%	51%	63%	60%	66%	64%	48%	44%	63%	55%	52%	51%	68%	50%	50%	34%
Some	27	42	36	41	32	28	47	48	36	42	41	38	29	39	47	57
None	2	6	1	-	3	8	6	8	1	3	7	11	4	11	3	9
A more informal academic atmosphere (classes, seminars in the halls)																
Very much	47%	30%	23%	17%	34%	56%	23%	16%	47%	41%	18%	24%	39%	46%	33%	10%
Some	45	37	54	43	61	32	33	26	47	42	50	41	39	39	40	43
None	8	33	23	41	5	12	44	58	9	17	32	35	21	14	28	46
Opportunity to become a participant in residence activities and programs																
Very much	52%	46%	23%	12%	32%	52%	28%	22%	55%	44%	21%	11%	43%	39%	39%	33%
Some	45	44	60	48	58	44	49	44	42	53	66	57	50	39	56	43
None	3	10	17	41	11	4	23	34	3	3	14	32	7	21	6	24
N =	62	78	70	42	39	26	104	93	78	64	44	37	28	28	137	98

^aExpectation of residence hall on initial survey^bSatisfaction - Degree to which expectation was met

*Distribution significantly different from expectation at .05 level of significance.

TABLE 7

FRIENDSHIPS WITH MEMBERS OF THE OPPOSITE SEX
BY SEX AND TYPE OF RESIDENCE HALL

Number of Friendships	FEMALES								MALES							
	Metcalf		Lee		Lee - 9th		Single Sex		Metcalf		Lee		Lee - 9th		Single Sex	
	Init	Foll	Init	Foll	Init	Foll	Init	Foll	Init	Foll	Init	Foll	Init	Foll	Init	Foll
None	-X	-X	-X	-X	-X	-X	1X	1X	1X	3X	-X	3X	7X	-X	6X	9X
1-3	23	37	26	31	34	36	36	40	37	43	39	19	37	29	41	32
4-8	44	35	54	48	37	52	39	34	36	32	41	42	41	46	35	42
8+	33	28	20	21	29	12	24	25	26	22	21	36	15	25	19	17
N =	61	76	69	42	38	26	103	93	76	65	44	28	27	28	127	97

TABLE 8

PERCENTAGE REPORTING SEXUAL INTERCOURSE
BY SEX CLASSIFICATION AND TYPE OF HALL

	FEMALES								MALES							
	Metcalf		Lee		Lee - 9th		Single Sex		Metcalf		Lee		Lee - 9th		Single Sex	
	Init	Foll	Init	Foll	Init	Foll	Init	Foll	Init	Foll	Init	Foll	Init	Foll	Init	Foll
Freshmen	-X	32X	-X	36X	-X	-X	-X	39X	-X	22X	-X	46X	-X	-X	-X	35X
N =	(44)		(14)				(26)		(41)		(13)				(40)	
Upperclassmen	20X	39X	51X	63X	49X	67X	53X	44X	41X	58X	53X	71X	56X	63X	56X	52X
N =	(25)	(33)	(45)	(24)	(37)	(24)	(74)	(63)	(22)	(19)	(30)	(24)	(27)	(27)	(63)	(54)

TABLE 9

PROPORTION OF COED RESIDENTS WHO REPORTED SEXUAL INTERCOURSE DURING YEAR,
BY SEX, RESIDENCE OF PERSONS WITH WHOM INTERCOURSE WAS REPORTED, AND TYPE OF COED HALL

	FEMALES			MALES		
	Metcalf	Lee	Lee-9th	Metcalf	Lee	Lee-9th
Percent reporting intercourse persons who lived in.....						
Same dorm	4%	5%	13%	8%	32%	33%
Different dorm	13	13	16	11	19	22
Off-campus	22	34	41	30	50	40
<i>N</i> =	77	38	23	61	37	27

TABLE 10

INTERACTION PATTERNS WITHIN COED HALLS, BY SEX

	Metcalf			Lee			Lee - 9th		
	Leisure ^a	Dating ^b	Intercourse ^c	Leisure	Dating	Intercourse	Leisure	Dating	Intercourse
FEMALES									
Very much	28%	8%	~%	26%	17%	5%	64%	24%	13%
Some	60	27	4	48	17	-	36	20	-
None	12	65	96	26	66	93	-	56	87
N =	78	78	78	42	41	38	25	25	23
MALES									
Very much	19%	6%	5%	38%	24%	24%	64%	32%	13%
Some	56	20	3	38	24	8	25	43	19
None	25	73	92	24	51	68	11	25	67
N =	64	64	61	37	37	37	28	28	27

^a Responses on the Follow-up survey to the question, "During the past year how frequently have you spent leisure time with members of the opposite sex who lived in the same residence hall."

^b Responses on the Follow-up survey to the question, "During the past year how frequently have you dated persons who lived in the same residence hall."

^c Responses on the Follow-up survey to the question, "During the past year how frequently have you had sexual intercourse with persons who lived in the same residence hall."

REFERENCES

- Askinas, Barry C. "The Impact of Coed Living on Peer Interaction." Dissertation Abstracts International, Humanities and Social Sciences, 32(September, 1971), 1634-A.
- Brown, Robert D.; Winkworth, John; Braskamp, Larry. "Student Development in a Coed Residence Hall: Promiscuity, Prophylactic or Panacea?" Journal of College Student Personnel 14(March, 1973), 98-104.
- "Coed Dorms are Happier Places." College Management 6(June, 1970), 37.
- Corbett, Judith and Sommer, Robert. "Anatomy of a Coed Residence Hall." Journal of College Student Personnel 13(May, 1972), 215-17.
- Foster, Alvin M. "A Study of the Impact of Coed Residence Halls at a Large Metropolitan University." Dissertation Abstracts International, Humanities and Social Sciences, 35(December, 1974), 3455-A.
- Lehtinen, Marlen W. "Heterosexual Behavior and Attitudes of University Students in Relationship to Living Environments." Dissertation Abstracts International, Humanities and Social Sciences, 33(February, 1973), 4557-A.
- Locher, Nancy Cohen. "Administrative Attitude Toward Coed Housing at Sixteen Small Colleges." Journal of College Student Personnel 13(September, 1972), 395-401.
- Reid, Elizabeth A. "Effects of Coeducational Coresidential Living on Attitudes, Self-Image and Role Expectations of College Women." American Journal of Psychiatry 131(May, 1974), 551-54.
- Schroeder, Charles C. and LeMay, Morris L. "The Impact of Coed Residence Halls on Self-Actualization." Journal of College Student Personnel 14(March, 1973), 105-110.
- Southworth, Barbara T. "Alternative Life Styles in University Residences: Personal and Environmental Factors." Dissertation Abstracts International, Humanities and Social Sciences, 35(November, 1974), 2733-A.
- White, Francine and White, James R. "A Study of Bisexual Relationships Developed by Residents of a Coed Living Arrangement." The Journal of College and University Student Housing 3(), 20-23.